

Program Description/Textbook or Print Instructional Material
All blank entries due to lack of information provided by the publisher.

Vendor	Thomson Learning/Heinle
Web URL	http://www.worldlanguages.heinle.com
Title	Conversacion Y Repaso - Civilizacion Y Cultura
Author	Sandstedt/Kite/Copeland
Copyright Date	2004
ISBN	0-838-45779-7
Edition	8
Course/Content Area	AP Spanish 4 and 5/World Languages
Intended Grade or Level	9-12
Readability Level	Intermediate
List Price	45.95
Lowest Wholesale Price	34.25

The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.

Level of Accommodations

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale Advanced Placement enrollments do not justify cost expenditure.

FEATURES

Disclaimer

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content

Readings have been updated to reflect a more contemporary view of the Hispanic world. Unit openers now include more detailed content and chapter outline to make information easier to review.

Student Experiences

Essays on cultural topics are written by authors of the other components in the Intermediate Spanish series, making for easy, seamless integration of the CIVILIZACION Y CULTURA reader.

Assessment

CIVILIZACION Y CULTURA, Eighth Edition, part of a complete intermediate series, offers readers twelve units that combine a thematic and historical approach which introduces students to traditional cultural topics and daily life issues found throughout the Hispanic world.

Organization

Internet activities have been expanded to include more web links exposing students to a greater variety of Hispanic cultural elements. Chapters 7 and beyond incorporate authentic newspaper articles in chapter summary sections for additional cultural information and exploration.

Resource Materials

Gratis Items to be provided and under what conditions -

Instructor's Annotated Edition plus Audio CD Package (0838457789),
Free 1 per teacher

Available Ancillary Materials**Research Data and Evidence of Effectiveness**

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title	Conversacion y Repaso - Civilizacion y Cultura		
Publisher	Thomson Learning/Heinle		
Item Evaluated	Text		
Content Level	AP/Level V Spanish	Copyright Date	2004
ISBN	0-838-45779-70-838-45779-7	Date of Evaluation	07/22/04

Recommended YES

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

Opportunities for technological integration available and abundant if used in conjunction with other texts in the series.

Instruction & Assessment Strengths

Text is level-appropriate for advanced students of Spanish. The instruction is entirely in target language and allows students the opportunity to read and reflect on what they have read in a variety of contexts. Additionally, assessment is appropriate w

Organization & Structure Strengths

Text is logically organized, broken down into logical units of study that outline clear objectives as to what students will learn and how they will learn it. Each chapter allows students to practice a multitude of skills and all of the material is integr

Resource Materials Strengths

Resource materials available if used in conjunction with other texts in the series.

Technology Comments

Aside from video series used in conjunction with the text, no other technological components were available to be evaluated.

Equipment

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Technology Weaknesses

Technology limited to videos only with this particular text.

Instruction & Assessment Weaknesses

Organization & Structure Weaknesses

Resource Materials Weaknesses

Resource materials limited to videos - no assessment booklets, etc.

Windows No Macintosh No CD ROM No Sound No
Equipment Other videos

Grade Level

Primary No Intermediate No Middle No High Yes

Audience

Individual	Yes	Small Group	No	Large Group	Yes
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Format

Stand Alone/Independent	No	Integrated	Yes	Supplemental	No
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Cost

Single Copy	45.95	School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

Management

0	Allows customizing for individual learning needs
0	Allows Students to exit and resume later
0	Keeps student's performance record, where needed
0	Allows control of various aspects of software (sound)
0	Allows printed reports

Presentation/Interface

0	Presents material in organized manner
0	Consistent, easy-to-use, on-screen instructions
0	Developmentally correct presentation/ format
0	Adapts to different learning styles/multiple intelligences
0	Accessible for special needs students
0	Runs smoothly, without long delays
0	Easy-to-view text and graphics
0	Easy-to-hear and understand sounds

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

0	Avoids unnecessary screens, sounds, and graphics
0	Provides immediate, appropriate feedback
0	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Identifies a Sense of Purpose		
4	Text makes students aware of what they are studying as well as how it fits into the larger picture of world culture.	
Provides Guiding Questions and Instructional Objectives		
4	Text makes students aware of what they are studying as well as how it fits into the larger picture of world culture.	
Develops and Builds on Student Ideas		
4	Text uses target language to help students better understand human interaction and culture through reflection and reading.	
Encourages student to become an independent learner (performer, creator, speaker)		
4	Text encourages students to reflect on how they perceive culture and how it affects their own lives and to internalize the information. Additionally, opportunities for presentation and sharing independent ideas are abundant.	
Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.		
0	Text is written on an advanced level, and much of the assessment is through open-response in target language or through oral assessment. Assessment could likely be adapted by the teacher to fit with CATS assessment.	
Enhances the Learning Environment		
4	Discussion ideas, presentation ideas, and videos allow for students to learn in a varied environment that is rich in themes.	
Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Reading level is appropriate and interesting for students with a firm grasp on the language as a whole.	Reading level inappropriate for students uncomfortable with entire text being in Spanish.

Includes activities and opportunities for integration of technology		
2	Opportunities for integration of technology exist if used in conjunction with other books in the series.	Opportunities for technology with this particular text limited to videos.

Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking		
3	Student thinking is promoted through discussion and reflection on culture and readings; research is emphasized if text is used in conjunction with other texts in the series.	Research is not a huge concentration of the text.

Is aligned to the Program of Studies and Core Content for Assessment		
0	Not applicable - text is beyond alignment with Program of Studies and AP College Board standards.	

Includes opportunities for writing (reviews / personal response / reflection)		
4	Abundant opportunities for personal narrative and reflection exist within context of text.	

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.		
4	For the most part, students use all these skills with the content to gain a full picture of culture. Slightly short on listening, but videos help provide this component.	

Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.		
4	Students use the various aspects of culture as a basis for discussions, debates, presentations, and reflective thought. All opportunities are centered around the content and are authentic.	

Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements (1.1.B1)		
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Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Text encourages debates on societal themes, which allows students the opportunity to express opinions and dis/agreements. However, text and activities are more advanced than allowing for basic expressions.	Text encourages debates on societal themes, which allows students the opportunity to express opinions and dis/agreements. However, activities are more advanced than allowing for basic expressions.
Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)		
4	Students are given opportunity, both orally and written, to respond to what other students say as well as written questions and teacher-directed questions based on content.	
Materials provide opportunities for students to incorporate appropriate gestures in conversations.		
1		Text is rich, but does not concentrate on gesture usage.
Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)		
4	Through the study of culture, students are able to reflect and describe how their own cultures are similar/different, describing so with complex contextual descriptions.	
Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)		
4	Students are given multiple opportunities for group work in target language as well as group discussion and debate, allowing students to exchange information in target language.	
Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03		
4	While limited in vocabulary emphasis, text concentrates on helping students build their vocabulary to see synonyms and antonyms and aid in circumlocution.	
Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.		
4	Though spoken emphasis is limited to video usage, students are able to process varied pieces of information in target language through reading.	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)		
4	All instructions in text are in Spanish, encouraging students to therefore respond in Spanish.	
Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)		
4	Since all materials associated with this text are in Spanish, students are given ample opportunity to hone contextual identification skills by using this text.	
Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)		
4	Students are guided to grasp main concepts in text reading exercises, which are level appropriate for students in Spanish V or in an intermediate college Spanish course.	Not level appropriate for students who cannot read entirely in
Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)		
3	Students are frequently asked to prepare presentations or debates related to course of study, though prepared presentations are limited in this particular text - sufficient if used with other texts in the series.	
Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)		
4	Through use of video and reading passages and related exercises, students are able to comprehend something in Spanish and rewrite (summarize) the passage or video clip in their own Spanish words.	
Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
4	Emphasis on use of temporal expressions is strong, as students are asked to reflect on their own lives and compare them to the target culture(s) as well as using temporal events to summarize events and history.	
Textbook/instructional material is organized according to the natural acquisition of language through function.		
0	0	0
Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.		
4	Students are encouraged to see how world culture is relevant to their lives as well as how being able to read and understand spoken Spanish is beneficial to their lives.	
Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.		
4	Major concentration of text.	
Cultural information is authentic and current.		
4	Major concentration of text.	
Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).		
4	The text touches on several aspects of diversity and how it affects the given cultures, as each chapter is broken down to focus on a different aspect and how it relates to people's lives.	
Cultural information is presented in the target language whenever possible.		
4	All cultural information is presented in Spanish.	
Material integrates Arts and Humanities when possible.		
4	So does, particularly with respect to videos.	
Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Rating		Strength	Weakness
Yes	Identify common words, phrases and idioms	Yes	Identify social, geographic, political factors that impact cultural practice
Yes	Identify commonly held generalizations about target culture	Yes	Identify differences and similarities among same-language cultures
Yes	Identify products, expressive forms, contributions, objects, images, and symbols of target culture		
4	This is the primary concentration of the text.		
Cultural information reflects the influence of the target culture in the United States and around the world.			
4	Major concentration of text.		
Content reinforces knowledge of other disciplines through the target language.			
4	4	4	
Linguistic connections are made among languages.			
4	Allows students to understand history of Spanish and its place in the world.		
Structural patterns are identified in both the target language and the student's own language.			
0	Not applicable since English is not used in text.		
Historical connections are made among languages.			
4	Text opens by concentrating on history of Spanish language.		
Materials provide connections with target culture through technology media, and authentic resources.			
2	Authentic resources and media limited to videos used with text.		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Description of Gratis Items**KY-2C****All blank entries due to lack of information provided by the publisher.**

Company	Thomson Learning/Heinle
Title of Textbook or Program Bid	Conversacion Y Repaso - Civilizacion Y Cultura
Prepared By	Libby Schmitz
Date	5/24/2004
ISBN (Item 1)	0-838-45778-9
Copyright Date	2004
Title of Item	Instructor's Annotated Edition plus Audio CD Package
If packet, list the contents	
Description of Items including Packet Contents	Book with CD-ROM
Current Catalogue Price	\$55.00

Current Catalogue Price	\$33.75
ISBN (Item 4)	0-838-41341-2
Copyright Date	2002
Title of Item	Video
If packet, list the contents	
Description of Items including Packet Contents	Video Casette Tape
Current Catalogue Price	\$17.25